

**4-Point
Argumentative
Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
Purpose/Organization	The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused: - claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task - consistent use of a variety of transitional strategies to clarify the relationships between and among ideas - effective introduction and conclusion - logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety - alternate and opposing argument(s) are clearly acknowledged or addressed*	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused: - claim is clear, and the focus is mostly maintained for the purpose, audience, and task - adequate use of transitional strategies with some variety to clarify relationships between and among ideas - adequate introduction and conclusion - adequate progression of ideas from beginning to end; adequate connections between and among ideas - alternate and opposing argument(s) are adequately acknowledged or addressed*	The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus: - claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task - inconsistent use of transitional strategies and/or little variety - introduction or conclusion, if present, may be weak - uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas - alternate and opposing argument(s) may be confusing or not acknowledged *	The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus: - claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task - few or no transitional strategies are evident - introduction and/or conclusion may be missing - frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression - alternate and opposing argument(s) may not be acknowledged *	- Unintelligible - In a language other than English - Off-topic - Copied text - Off-purpose

* acknowledging and/or addressing the opposing point of view begins at grade 7

**4-Point
Argumentative
Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
Evidence/Elaboration	The response provides thorough and convincing support/evidence for the argument(s) and claim that includes the effective use of sources (facts and details). The response clearly and effectively expresses ideas, using precise language: - comprehensive evidence from sources is integrated; references are relevant and specific - effective use of a variety of elaborative techniques* - vocabulary is clearly appropriate for the audience and purpose - effective, appropriate style enhances content	The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language: - adequate evidence from sources is integrated; some references may be general - adequate use of some elaborative techniques - vocabulary is generally appropriate for the audience and purpose - generally appropriate style is evident	The response provides uneven, cursory support/evidence for the argument(s) and claim that includes partial or uneven use of sources: (facts and details). The response expresses ideas unevenly, using simplistic language: - some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague - weak or uneven use of elaborative techniques; development may consist primarily of source summary or may rely on emotional appeal - vocabulary use is uneven or somewhat ineffective for the audience and purpose - inconsistent or weak attempt to create appropriate style	The response provides minimal support/evidence for the argument(s) and claim that includes little or no use of sources: (facts and details). The response's expression of ideas is vague, lacks clarity, or is confusing: - evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used - minimal, if any, use of elaborative techniques; emotional appeal may dominate - vocabulary is limited or ineffective for the audience and purpose - little or no evidence of appropriate style	- Unintelligible - In a language other than English - Off-topic - Copied text - Off-purpose

*Elaborative techniques may include the use of personal experiences that support the argument(s).

**4-Point
Argumentative
Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
Conventions	The response exceeds command of conventions: exceeds grade level use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	The response demonstrates an adequate command of conventions: adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	The response demonstrates a partial command of conventions: limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	The response demonstrates little or no command of conventions: infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	- Insufficient (includes copied text) - In a language other than English - Off-topic - Off-purpose

Holistic Scoring:

- Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- Severity:** Basic errors are more heavily weighted than higher-level errors.
- Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.